

Using Eclectic Approach to Develop Primary School Pupils' EFL Productive Skills

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هدفت الدراسة الحالية الى التعرف على اهمية استخدام المدخل الانتقائي لتنمية المهارات الانتاجية لتلاميذ المرحلة الابتدائية ، قام الباحث بتصميم قائمة من المهارات الاساسية والفرعية للمهارات الانتاجية باللغة الانجليزية الضرورية لطلاب المرحلة الابتدائية وهى مهارة التحدث (الدقة-الطلاقة-النطق) ومهارة الكتابة (اختيار الكلمات-القواعد اللغوية –الالية اللغوية) وقد قام الباحث بتصميم اختبار قبلى بعدى لقياس اداء المهارات الانتاجية وقد شملت عينة الدراسة ستون طالبا وطالبة من طلاب الصف الرابع الابتدائى بمدرسة الشهيد محمد رضا الابتدائية بقرية طوخ دلقة- مركز تالا – محافظة المنوفية وقد تم اختيارهم عشوائيا وتقسيمهم الى مجموعتين تجريبية وضابطة حيث درست المجموعة التجريبية المهارات الانتاجية باستخدام المدخل الانتقائي خلال الفصل الدراسى الاول من العام ٢٠٢٢/٢٠٢٣م ولمدة شهرين وبعد تطبيق المدخل التدريسى قام الباحث باجراء اختبار بعدى لمعرفة أثر استخدام المدخل الانتقائي على تحسين المهارات الانتاجية لدى الطلاب المشاركين فى الدراسة وبناء على هذه النتائج أوصت الباحثة بادخال المدخل الانتقائي فى تدريس المهارات الانتاجية لطلاب المرحلة الابتدائية.

ABSTRACT

The aim of the current research was to utilize an eclectic approach in order to enhance the EFL productive skills of primary school pupils. The study sample comprised 60 fourth-grade pupils from El-Shahed Mohamed Reda School in Toukh Dalaka, Tala, Menoufia Governorate. The research instruments consisted of a list of EFL productive skills required for primary pupils, and an EFL productive test was administered to the study sample as a pre-test. All pupils were pre-tested and then placed into two equal groups: the control group (30 pupils) and the experimental group (30 pupils). The eclectic approach was implemented with the experimental group over a period of nine weeks. Following the implementation of the eclectic approach in the study sample, the EFL productive skills of the experimental group showed significant improvement. As a result, the eclectic approach is effective in developing EFL productive skills in elementary school pupils.

Keywords: Productive Skills, Eclectic Approach

Introduction

English has evolved into the world's dominant language of communication due to its various skills, with speaking and writing being particularly crucial in this regard. Therefore, it is essential for primary school pupils to engage in purposeful practice of writing and speaking tasks or activities in order to lay a solid foundation for their future language development. These skills, known as productive skills, offer students the opportunity to engage in real-life language practice within the classroom setting. Furthermore, speaking and writing skills serve as a barometer to assess learners' overall language proficiency (Hossein, 2015).

According to Ahmed (2019), English speaking skills are considered an international means of communication that facilitate effective interactions among people worldwide. These skills are highly demanding, complex, and multifaceted, as effective communication requires proficiency in vocabulary, grammar, culture, genre, speech acts, register, discourse, and phonology. On the other hand, writing is defined as the ability to produce coherent and relevant content, organize ideas effectively, employ appropriate vocabulary, utilize correct grammatical structures, and adhere to appropriate mechanics (Shehata, 2013).

Speaking and writing skills are commonly referred to as productive skills since learners are required to produce language in the form of words, phrases, sentences, and paragraphs. Speaking, in particular, is often considered one of the most challenging skills for students, as it necessitates extensive practice and exposure to the target language (Ahmed, 2019). Fluency and comprehensibility in speaking are vital aspects of everyday interaction, as individuals are often judged based on their speech, which serves as the initial expression of their identity to others (El-Beltagy, 2019). The primary purpose of speaking English is to interact and communicate with people from diverse backgrounds worldwide.

Writing can be a difficult ability for both native and non-native speakers due to the need to balance aspects such as content, organisation, purpose, audience, vocabulary, and mechanics. (Abu-Rass, 2015). Writing plays a crucial role in classroom activities as it reinforces grammatical structures

and vocabulary, while also allowing students to express their ideas without the pressure of face-to-face communication (Gamal, 2013).

Given the significance of writing and speaking skills for students, numerous researchers have investigated strategies and programs aimed at improving these skills, including studies conducted by El-Hanafy (2016), Idrees (2017), Shehata (2013), Mohamed (2016), Raslan (2016), and Abdel-Rasek (2006).

Considering the aforementioned importance of writing and speaking skills and the challenges faced by teachers and students in developing these skills, implementing an eclectic approach emerges as a potential solution. The eclectic approach perceives each teaching and learning context as unique and requires the adoption of various methods or strategies to address specific challenges related to teachers, students, materials, and the learning environment (Joseph, 2018). This approach is called eclectic because it incorporates the most effective elements from different methods, allowing teachers to select the most suitable method according to the specific needs and objectives (Iscan, 2017).

The eclectic approach is said to be the most effective since it enables teachers to integrate the finest tactics from several known methods and approaches (Sulaiman, 2016). This approach is not constrained by a single paradigm or set of assumptions, but rather relies on numerous theories to get complementary insights or to apply alternative theories to a specific situation. (Mwanza, 2017).

Various definitions of the eclectic approach exist. It is commonly described as a combination of different teaching methods and learning approaches (Kumar, 2013). Al-Jarrah (2019) argues that the eclectic approach is necessary due to the strengths and weaknesses associated with methods based on a single theory. Alharbt (2016) emphasizes the particular appeal of the eclectic approach in teaching writing composition, as it improves small group conversation and peer criticism by allowing pupils to develop assigned activities alone and receive comments on how to improve them. Mwanza (2017) and Rao (2018) highlight numerous advantages of employing the eclectic approach, including its ability to provide language

teachers with a range of alternatives and its incorporation of all four language skills: speaking, writing, reading, and listening. Afzal (2019) further illustrates that the proposed eclectic approach is based on the following principles:

1. It enables teachers to employ diverse teaching techniques in each lesson to achieve the lesson's objectives.
2. It prevents monotony while enhancing comprehension.
3. The use of various audio-visual aids improves understanding.
4. This saves time in presenting language related activities.

Within the eclectic approach, the teacher assumes the role of a facilitator, while learners actively participate in the learning process. Li (2012) summarizes the learner's role as an active participant, language explorer, negotiator, and evaluator of the learning process. Multiple tasks, intense interaction, vibrant learning, connecting objectives, and quick outcomes characterise an eclectic approach. The purpose is to connect life events to language learning concepts. (Kumar, 2013).

Context of problem

The primary stage is an early sensory phase during which pupils acquire experience through their senses and engage in specific activities such as moving around the classroom, singing, storytelling, drawing, and playing games. Based on the researcher's previous experience as an English teacher at this stage for three years, it was observed that pupils had a low proficiency level in EFL speaking skills (accuracy, fluency, and pronunciation) as well as writing skills (vocabulary, language mechanics, and grammar).

To investigate the issue of insufficient EFL productive skills among fourth-year primary pupils at El-Shahid Mohamed Reda primary school (N=30), the researcher conducted a pilot study. An EFL productive skills test was administered, and the results presented in Table 1 revealed a low level of EFL productive skills among these pupils.

EFL writing skills	N	Mean	STD deviation	Correlation coefficient
Test	30	36.06	2.80	0.33
Retest	30	35.26	3.023	
EFL speaking skills (Test)	30	20.93	3.69	0.52
Retest	30	20.73	2.60	

Several researchers, including Zaid (2010), El-Hanafy (2016), El-Shafie (2006), Raslan (2016), and Gamal (2014), have provided evidence that EFL students encounter difficulties in writing and speaking skills, which can impede their ability to effectively convey information. Their written compositions often lack organization and contain numerous spelling and grammatical errors. Additionally, they struggle to develop the main theme of the topic due to ineffective strategies and techniques.

Statement of the problem

The problem addressed in this study is the insufficient development of EFL productive skills among primary stage pupils, despite their significance. This issue can be attributed to several factors, including the limited time dedicated to teaching productive skills in the English language and the neglect of motivating pupils and enhancing their enthusiasm and self-confidence in EFL productive skills within the teaching methods used. Therefore, the current study aims to investigate the effectiveness of an eclectic approach based on activities in improving EFL productive skills.

Questions of the study

In order to address this problem, the present study aims to investigate the following main question:

What is the impact of using an eclectic approach on the development of EFL speaking and writing skills among primary pupils?

This main question is further divided into two sub-questions:

1 .What is the effect of using an eclectic approach on the development of EFL speaking sub-skills (accuracy, fluency, and pronunciation) among primary pupils?

2 .What is the effect of using an eclectic approach on the development of EFL writing sub-skills (vocabulary choice, language mechanics, and grammar) among primary pupils?

Hypotheses of the study

1 .There is a statistically significant difference between the post-test mean scores of the experimental group and the control group in overall EFL speaking and writing skills, favoring the experimental group.

2 .There is a statistically significant difference between the post-test mean scores of the experimental group and the control group in overall EFL speaking skills, favoring the experimental group.

3 .There is a statistically significant difference in the mean scores of the experimental group and the control group in the "fluency skill" during the post-assessment.

4 .There is a statistically significant difference in the mean scores of the experimental group and the control group in the "accuracy skill" during the post-assessment.

5 .There is a statistically significant difference in the mean scores of the experimental group and the control group in the "pronunciation skill" during the post-assessment.

6 .There is a statistically significant difference between the mean scores of the experimental group and the control group in overall EFL writing skills during the post-assessment.

7 .There is a statistically significant difference between the mean scores of the experimental group and the control group in the "vocabulary choice" skill during the post-assessment.

8 .There is a statistically significant difference between the experimental group and the control group in the "grammar" skill during the post-assessment.

9 .There is a statistically significant difference between the experimental group and the control group in the "language mechanics" skill during the post-assessment.

The purpose of the study

The present study aims to enhance EFL speaking and writing skills among primary pupils through the utilization of the Eclectic approach.

Significance of the Study:

This study holds significance for the following:

- 1 .Primary pupils: The study contributes to the development of their EFL speaking and writing skills.
- 2 .Teachers: The study serves as a valuable guide for incorporating the Eclectic approach in teaching speaking and writing skills.
- 3 .Curriculum and program designers: The findings of this study can potentially inform the integration of the Eclectic approach into the broader context of teaching EFL speaking and writing skills.

Delimitations

- 1 .Participants: The study involved students in the fourth grade at El-Shahid Mohamed Reda Primary School in Toukh Dalaka - Tala-Menoufia Governorate, Egypt.
- 2 .EFL Speaking Skills: The focus was on EFL speaking skills suitable for fourth-grade primary pupils, including accuracy, fluency, and pronunciation.
- 3 .EFL Writing Skills: The study examined EFL writing skills relevant to fourth-grade primary pupils, specifically vocabulary choice, grammar, and language mechanics.

Instruments and Materials of the study

- A pre-test and an equivalent post-test were administered to measure the pupils' productive skills.
- An assessment rubric was utilized for scoring the tests.
- An EFL speaking and writing skills checklist was employed.
- A teacher's guide on the implementation of the eclectic approach to enhance EFL productive skills among primary stage pupils.

Definition of terms

A - Eclectic Approach

According to Ula (2018), the eclectic approach is defined as "combining two or more methods to create better instruction by selecting the best features from each method". Jakir (2014) defined the eclectic approach as a conceptual approach that incorporates several theories, styles, and ideas.

The utilization of techniques and instructional activities from diverse language teaching approaches and methods is categorized as an eclectic approach in this study. Within this approach, the teacher aids students in identifying the essential components of the subject matter. Questioning fosters an active learning environment and empowers students to construct their own inquiries. Furthermore, it enhances students' speaking skills by promoting participation in conversations through the use of logically, systematically, and grammatically correct language. The teacher implements various strategies such as grouping students, encouraging discussions, documenting findings, monitoring the learning process to ensure active engagement, and providing guidance to groups requiring assistance.

B- Productive Skills

English as a Foreign Language (EFL) productive skills refer to the abilities of learners to actively use the English language for communication. These skills involve producing language in both spoken and written forms. The two main productive skills in EFL are speaking and writing. Here is a definition of each skill:

Speaking:

Speaking is the ability to produce English language orally and convey meaning in various contexts. It involves the use of appropriate vocabulary, grammar, and pronunciation to express ideas, opinions, and information effectively. Learners develop speaking skills through activities such as conversations, role-plays, presentations, and discussions. Research has shown that speaking practice promotes fluency, accuracy, and confidence in language learners (Derwing & Munro, 2015).

Speaking is a process of creating and sharing meaning through the use of verbal and non-verbal symbols in various contexts. (Abdel-Halim, 2016).

In the present study, speaking refers to the ability of pupils to communicate in English fluently, accurately, and comprehensively, with native-like pronunciation, in order to convey a coherent message.

2. Writing:

Writing involves the production of English language through text, including essays, letters, reports, and emails. It requires learners to organize their thoughts, apply appropriate grammar and vocabulary, and convey information effectively in written form. Developing writing skills enhances learners' ability to express ideas coherently and accurately. Research suggests that explicit writing instruction and regular practice significantly contribute to improving learners' writing proficiency (Hyland, 2020).

According to Gamal (2014), writing is a vital component of instructional activities because it reinforces grammatical structures and vocabulary. In the present study, writing is a challenging skill that requires not only a strong lexical and syntactic knowledge but also an understanding of principles of organization and mechanics in order to produce a well-structured piece of writing.

Review of Literature

1-Productive Skills

It is hard to discuss English instruction without mentioning four crucial skills: listening, speaking, reading, and writing (Blake, 2016). These skills are divided into two categories: receptive skills (hearing and reading) and productive skills (speaking and writing) (Blake, 2016). Productive skills, also known as active skills, refer to the oral and written conveyance of information generated by language users (Hubackova & Golkova, 2014).

1.1 EFL Speaking Skills

Importance of Speaking Skills

Speaking is often regarded as the most desirable and appropriate skill in human communication, making it a crucial language skill. It is an essential element of daily life, as people automatically develop language when conversing. Furthermore, speaking helps people to express their emotions, experiment with new ideas, and persuade others. Hussain (2015) emphasises the importance of speaking abilities for students' overall success in life.

Learners frequently assess their language learning success based on how much they have progressed in their spoken language skills.

According to Harmer (2007), speaking is crucial for students, and there are three primary reasons for encouraging them to speak. First of all, speaking exercises give students significant opportunities to practise real-life communication in the classroom. Second, speaking tasks provide students with feedback from peers and teachers, allowing them to assess their own performance and growth. According to El-Baseel (2008), speaking skills are crucial for academic endeavours and involve a wide range of communication, from casual conversation to formal public speaking. Speaking is the primary goal of first and second language teaching. Most foreign language learners find that improving their ability to communicate vocally with others is a tremendous source of motivation. Speaking is seen as the most significant of the four language skills, as those who have mastered a language over a lengthy period of time are generally described as "speakers" of that language.

There are three basic reasons why students should be encouraged to speak up in class. First, speaking exercises allow students to practise real-life communication skills in a safe classroom setting. Second, speaking exercises that require students to apply their language abilities give both teachers and students feedback. This feedback enables everyone to assess their performance, track their progress, and pinpoint any linguistic challenges they may be having. Finally, the more opportunities students have to actively apply the various aspects of the language they have learned, the more automatically these elements will be used. As a result, pupils eventually develop into independent language users, able to utilise words and phrases effortlessly and without much thought (Gad, 2018).

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have to actively apply the various aspects of the language they have learned, the more automatically these elements will be used. As a result, pupils eventually develop into independent language users, able to utilise words and phrases effortlessly and without much thought (Gad, 2018). Speaking skills, according to Amin (2007), include a student's capacity to engage in accurate and fluent oral discourse while displaying competency in pronunciation, stress, intonation, grammatical structure, vocabulary, and cultural insight in real communication (Hasan, 2009).

Activities for developing EFL speaking skills

When it comes to in-class speaking tasks, dialogues and conversations are often the most common and obvious speaking activities used in language classrooms. However, teachers have the flexibility to select activities from a variety of tasks. El-Saka (2017) suggests six possible task categories:

- a) Imitative drills: These involve learners simply repeating phrases or structures for the purpose of clarity and accuracy. For example, phrases like "Excuse me" or "Can you help me?" can be practiced through imitative drills.
- b) Intensive drills or repetition: This sort of practise concentrates on certain phonetic or grammatical elements, such as minimal pair repetition or urgent sentences.
- c) Responsive activities: Learners provide short replies to teacher or peer questions or comments. This can include answering a series of yes/no questions or providing brief responses to prompts.
- d) Transactional dialogues: This discourse is being held in order to exchange information. Interviews for acquiring information, role plays, or arguments are some examples.
- e) Extensive activities: It involves a long monologue, such as delivering a short speech, delivering an oral report, or delivering an oral summary.

By incorporating these diverse task categories into the language classroom, teachers can provide learners with a range of speaking opportunities and foster the development of their EFL speaking skills.

Assessing EFL Speaking Skills

Assessing EFL speaking skills is considered the most challenging task for foreign language teachers. In a traditional speaking classroom, learners engage in speaking activities while the teacher provides feedback. Torkey (2006) outlined four types of speaking tests:

1. Proficiency test: This test aims to generate a single score that represents the learner's overall language ability. It typically covers a wide range of language aspects to determine the learner's general target level.
2. Placement test: The purpose of this test is to determine the appropriate class for a particular learner. There is no such thing as a good or bad score; rather, the test provides a recommendation for the most suitable class based on the learner's performance.
3. Diagnostic test: This test allows learners to demonstrate their proficiency in various language elements, such as functions, structures, situations, or vocabulary. It helps identify the learner's familiarity with different elements and areas that may require further development.
4. Achievement test: This test samples the speaking elements or skills covered in the course and evaluates how well the learner has mastered them. The results are typically expressed as an overall score.

These various types of speaking tests serve different purposes in assessing learners' speaking proficiency and provide valuable information for both teachers and learners to track progress and address areas of improvement.

1.2 EFL Writing Skill

A) Importance of writing Skills

Writing encompasses various definitions and is considered one of the four main language skills. It is viewed as a process rather than a product, facilitating the communication of ideas. According to Ghazi (2002), Writing is a multifaceted process that allows writers to investigate and make visible and concrete ideas and thoughts.

Imam (2012) describes writing as a form of written communication between writers and readers. Writers express ideas and feelings through writing, and readers respond intellectually and emotionally to them. Writing is vital in the workplace since there is an increasing association between professional life and writing skills. Because of its multiple objectives, writing is frequently regarded as the most significant activity among a variety of work tasks. According to Cameron (2009), "writing was found to be required as a fundamental skill in most job categories." Regardless of changes in the professional scene, writing remains a vital skill for employees to learn and practice in order to be successful in their jobs. Writing also acts as a kind of personal expression, allowing people to explore their feelings, emotions, and thoughts on a personal level. It enables writers to freely express themselves through numerous genres of writing such as poetry, lyrics, and scripts. Personal happiness and creativity are fostered through free writing, allowing the imagination to bloom (Harmer, 2004).

B) Strategies used in teaching writing

Writing is a creative process that requires guidance from teachers who help their students express their thoughts effectively on paper. In order to assist students in writing correctly, appropriately, and effectively, Leki (2001) suggests employing a set of strategies, including dictation, self-writing, the use of pictures, and intensive or controlled activities.

Dictation:

According to Luna (2002), the teacher dictates a short passage on a specific topic once or twice, occasionally pausing. During these pauses, students are required to write down what they heard. The teacher then re-reads the passage for the final time while students check their writing, and the teacher corrects any mistakes.

Self-writing:

The teacher encourages students to write diaries or keep journals about their thoughts and feelings. This technique helps students develop a free flow of ideas and engage in self-assessment.

The use of pictures:

Teachers show students one or more pictures containing various characters. Students are asked to brainstorm the general idea, imagine different situations, and then write either a paragraph or a conversation based on the visual stimulus.

Intensive or controlled activities:

Intensive activities focus on grammar control, where the teacher instructs students to copy a specific written text and modify certain aspects of it. For example, they may replace repeated subjects with pronouns, change verb tenses, or transform nouns from singular to plural. The aim of these exercises is to enhance students' grammar skills.

By utilizing these strategies, teachers can support students in developing their writing abilities, ensuring correctness, appropriateness, and effectiveness in their written communication.

2. The Eclectic Approach

A teaching philosophy or method utilised in teaching a foreign or second language is known as an eclectic approach. According to Scan (2017), an eclectic approach is a language teaching style that incorporates many approaches and methodologies to language teaching based on the curriculum objectives and student skills. It is sometimes referred to as the mixed technique. An accommodating method, according to Rabu (2012), is an activity in which the teacher can readily alter instructional requirements in order to attain instructional aims or objectives. An eclectic approach is a language teaching strategy that integrates many approaches and methods to language education based on the curriculum objectives and the learner's ability (Mwanza, 2016). An eclectic approach is a mix of many learning styles. An eclectic approach is a mix of different learning styles and methodologies used to tackle a subject or issue (Mwanza, 2020).

One of the most effective ways to teach EL (English) is through an eclectic approach. This method is used in the English class by the teacher. To begin, the eclectic approach (EA) makes teaching both immersive and entertaining

since learning objectives are readily attained and learners can interact with teachers and other students to satisfy varied needs and create confidence in language learners. actively participate in the courses, joyfully cooperating with This technique, according to Wali (2009), is highly relevant now because pupils differ in terms of intelligence. The teacher should function as a facilitator, giving students the opportunity to express themselves freely in English.

The eclectic approach is distinguished by several tasks, high engagement, vivid learning, objective correlation, and rapid outcomes. The purpose is to connect life events to language learning concepts (Kumar, 2013). According to Al-Sayed (2021), the following advantages exist:

1. Understanding the language of the book in its cultural context is easier for the student.
2. Combine listening, speaking, reading, and writing skills.
3. Assist teachers in teaching effectively by utilising the strengths of various techniques while avoiding their limitations.
4. Using genuine scenarios in the classroom facilitates learning.

In EA, the teacher's function is that of a facilitator, whilst the students' role is that of an active participant in the learning process. Teachers mobilise resources and oversee classes.

Teachers organise and guide students through the learning process. The instructor fosters learning and organises resources during instruction. The teacher also evaluates learning performance by assigning written activities and offering feedback at the end of the lesson based on learning objectives and content (Helva, 2022). Rao (2018) also adds that there are numerous benefits to employing EA, which provides language teachers with a choice of options and includes all four skills of speaking, reading, writing, and listening. EA is significant because it allows teachers to pick what works best in their own dynamic learning environment.

A Moderate Approach The classroom environment is cooperative, collaborative, and participatory. According to Chernus (2002), in cooperative learning, students work in groups of four to five persons to attain goals. Cooperative learning adaptations can be useful at a variety of ages, from kindergarten through maturity. It can be used in both second and foreign language classrooms. Students participate in role-playing, peer learning, information gap filling, interviewing, mother tongue equity, repeat after me, games, and peer corrective activities in pairs and groups. Students work in both directed and less directed or less communicative environments.

3. Method

3.1 Design of the Study

This research uses a quasi-experimental design with a pre-post control experimental design. One group was designated as the control group ($n = 30$), and the other as the experimental group ($n = 30$). The control group was taught using traditional teaching materials, whereas the experimental group was taught using an eclectic approach. Participants were chosen at random from the main phase of students registered in the fourth year at Al-Shaheed Mohammed Reda, Toukh Dalakah, Tala, and Menoufia Governorate in the first semester of the academic year (2022-2023).

3.2 Participants of the Study

In the semester of the academic year (2022-2023), 60 fourth-grade students from Al-Shaheed Mohammed Reda Primary School in Toukh Dalaka, Tala, Menoufia Governorate took part in this study. The sample age ranged from nine to ten years. They were split into two groups: one as the control group and one as the experimental group.

3.3 Instruments

The following instruments and materials were designed and used by the researchers:

1. Checklist of EFL Speaking Skills.
2. EFL Productive Skill Assessment.
3. Productive Skills Rubric for EFL.
4. Teacher's Manual.

1.The EFL productive skills checklist

An EFL productive skills checklist was created to identify the most critical EFL skills that are required and applicable to elementary school fourth graders. It was devised by the jury members based on the most critical product skills to learn for fourth graders in elementary school. After studying the literature and studies on productive skills, the researcher created a first-form checklist. The checklist was intended to encompass a variety of productive skills suited to the level and age of the research participants.

Checklist Validity

A panel of EFL jury members reviewed the checklist for clarity and appropriateness. He was instructed to add, remove, or modify elements as needed. Following that, many valuable remarks were considered.

Source of the Checklist

The productive skills checklist was derived from many different sources by reviewing the Ministry of Education directives for English in the primary stage. Literature related to the area of EFL productive skills and sub-skills was also reviewed. The viewpoints of senior teachers, supervisors, and EFL experts were considered.

2-The EFL productive skills test

The EFL pre-post speaking test consists of eight questions, each specifically designed to measure the students' speaking skills. The EFL pre-post writing test consists of four questions that are specified to measure the students' writing skills.

Test Validity

The English Productive Skills Test was presented to numerous members of the Jury in the field of English Curriculum and Teaching Methods to validate it. They were asked to judge the test material's acceptability for primary school pupils.

Before distributing the research to students, the test-retest procedure was used to calculate test reliability. This was given to thirty students who were not included in the research sample. Three weeks later, the same students took the same test under the same circumstances. The Pearson formula was used to calculate the correlation coefficient between two test administrations. The test is regarded credible because the correlation coefficient between the scores of both administrations is high.

Test Reliability

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Pilot Testing

The test was conducted as a test on a group of randomly selected pupils (30) who had the same knowledge as the target group (control and experiment) had similar characteristics in order to examine the suitability and appropriateness of the test in terms of time, difficulty, and coefficient of discrimination. The average test time was estimated after the pilot test by dividing the total time taken by each student by the number of pupils.

Test time = Sum of time / Number of pupils

$1226 \div 30 = 45$ minutes

3. Scoring EFL Productive Skills Test Using a Rubric

The EFL productive skills test was assessed using a rubric prepared by the researcher. The rubric was designed to evaluate pupils' productive skills in the EFL test. Participants received ratings ranging from "1" to "4" for their answers to each question. A score of "four" was given to participants who

demonstrated high performance, while a score of "one" indicated low performance.

4 .The Teacher's Guide

The researchers created a teacher's guidebook to be used while teaching primary school children EFL productive skills (speaking and writing). Worksheets and materials were printed and distributed to study participants. The researchers compiled and collected the guide's content from many sources.

Description of the study treatment

The primary goal of this research was to look into the impact of an eclectic approach on building EFL productive abilities and enabling fourth grade elementary school pupils to communicate successfully in English. During the first semester of the 2022-2023 academic year, the research was carried out at Al-Shaheed Mohammed Reda Elementary School. The researcher followed several steps as part of the study's procedures, as outlined below:

Planning:

To begin, researchers must acquire permission to perform research and experiments. A sample of 60 fourth-grade pupils from the El-Shaheed Mohammed Reda school in the Toukh Dalaka-Tala-Menoufia Governorate was divided into two groups. An inventory of important EFL productive skills for primary school pupils was employed in this study, as well as an EFL productive test delivered as a pre-test. Following the pre-test, all students were placed into two equal groups: the control (30 students) and the experimental (30 students). For nine weeks, the experimental group was subjected to a moderate approach. The researcher collaborated extensively with the English teacher in order to gain support for the study. To fit with the EFL lesson objectives in the Ministry of Education textbooks, activities based on an eclectic approach were chosen. The experimental group received an RPP, materials, and instructional aids that combined activities with an eclectic approach.

Objectives of the teachers' guide:

The researcher aimed to develop primary stage pupils' EFL productive skills (speaking and writing) using the eclectic approach. By the end of the sessions, pupils would be able to:

- a) Understand what the eclectic approach is, its objectives, stages, and the role of the teacher and pupils.
- b) Identify speaking and writing skills.
- c) Recognize the importance of EFL speaking and writing skills.
- d) Establish connections between the eclectic approach and EFL productive skills.
- e) Gain an overview and experience of what an eclectic approach lesson might look like.
- f) Value the importance of using the eclectic approach in developing primary stage pupils' EFL productive skills.

Implementation:

The researcher began implementation after defining the major objectives and developing the course plan. During this period, activities with a liberal approach are used. The researchers conducted activities based on liberal views using content from fourth grade elementary school textbooks.

Activities:

The researcher employed the eclectic approach through various activities, including:

- Group discussions
- Question and answer sessions
- Teamwork
- Describing and drawing
- Dialogues and role play
- Peer tutoring
- Think-pair-share
- Interviews
- Show and tell
- Guess who

- Open conversations
- Pair work
- And more

Teacher's Role:

The teacher's role encompasses being a curriculum developer, resource, guide, planner, facilitator, classroom manager, organizer, and consultant. The teacher interacts with pupils, providing feedback, offering solutions, and assigning speaking tasks.

Student's Role:

Pupils work in pairs and groups, actively participating in activities. They engage in both guided and less-guided communicative settings. Pupils take on roles as negotiators, assessors, and error connectors.

Treatment Description

The experiment was carried out during the first semester of the 2022-2023 school year, which began on October 17, 2022 and lasted two months. For eight weeks, the researchers met with the experimental group twice a week for fifty minutes. The samples were assigned to control and experimental groups at random. A speaking and writing pretest were administered prior to the trial. The pupils in the experimental group actively participated in the study, which was conducted utilising an eclectic approach to teaching speaking and writing. The control group, on the other hand, was taught using the traditional technique. Orientation sessions are held to prepare students for research while highlighting the value of a liberal approach and its processes. The next session included a variety of oral and written activities/tasks that participants completed in order to develop their EFL productive skills in speaking and writing. On December 17, after the experimental group had completed the learning session, the researcher conducted a posttest of speaking and writing to the experimental and control groups.

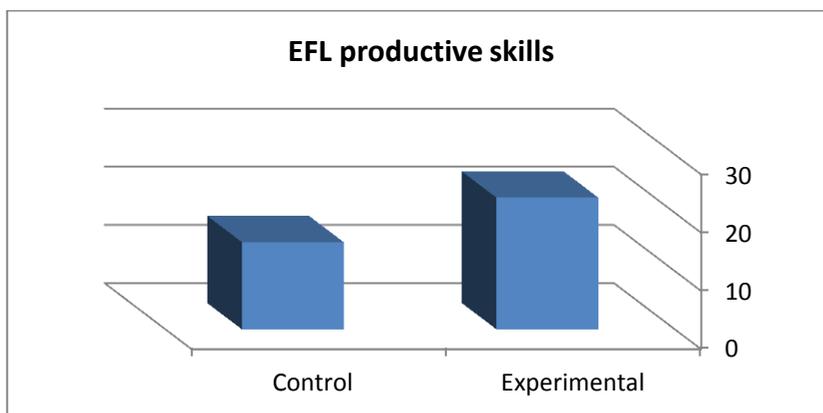
The sessions were planned based on the following steps:

- Observing
- Questioning
- Experimenting (Collecting data)
- Associating
- Communicating and peer correction

4. Results

The main objective of the eclectic approach was to enhance the targeted skills of the experimental group. The study's findings, along with the hypotheses, are presented below: The findings related to the first hypothesis indicate that there is a statistically significant difference between the posttest mean scores of the experimental group and those of the control group in overall EFL speaking and writing skills, favoring the experimental group. Table (2) presents the t-value, which signifies the disparity between the mean scores of the two groups.

Skills	Group	N	Mean	S.D.	t-value	d.f	Sig	ETA square
EFL Productive skills	Ex	30	32.60	4.36	6.278	58	(0,01)	0.40
	Co	30	14.97	5.05				

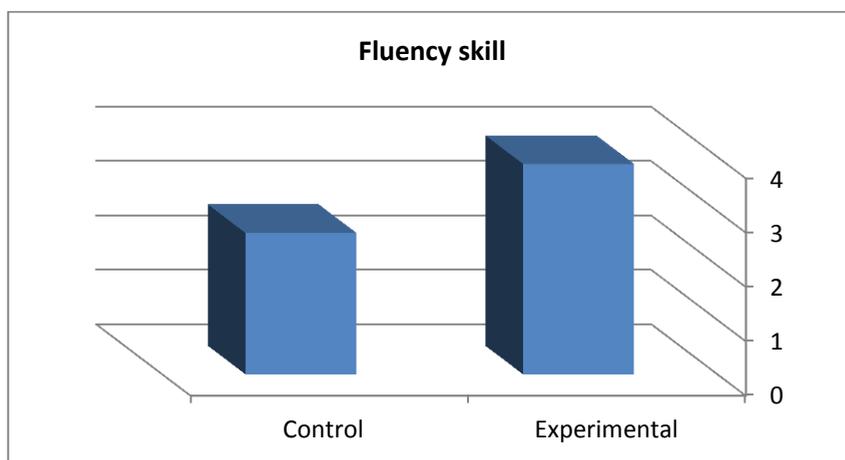


The findings regarding the second hypothesis indicate that there is a statistically significant difference between the posttest mean scores of the experimental group and those of the control group in overall EFL speaking skills, favoring the experimental group. Table (3) displays the T-value, which signifies the disparity between the mean scores of the two groups.

Skill	Group	N	Mean	S.D.	t-value	d.f	Sig	ETA square
Overall EFL speaking skills	Ex	30	3.97	2.55	5.652	58	(0.01)	0.3
	Co	30		2.88				

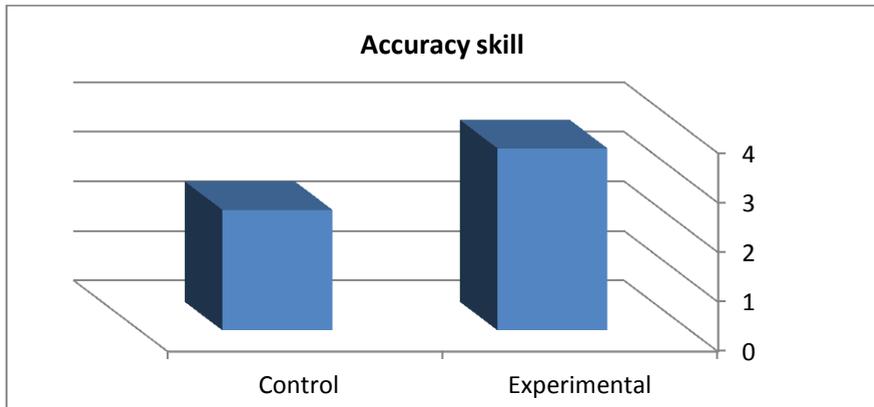
The findings regarding the third hypothesis indicate that there is a statistically significant difference between the mean scores of the experimental group and the control group in the fluency skill during the post assessment. Table (4) displays the t-value, which signifies the disparity between the mean scores of the two groups.

Skill	Group	N	Mean	S.D	t-value	d.f	Sig	ETA square
Fluency	Ex	30	3.87	0.78	5.720	58	0.01	0.3
	Co	30	3.60	0.60				



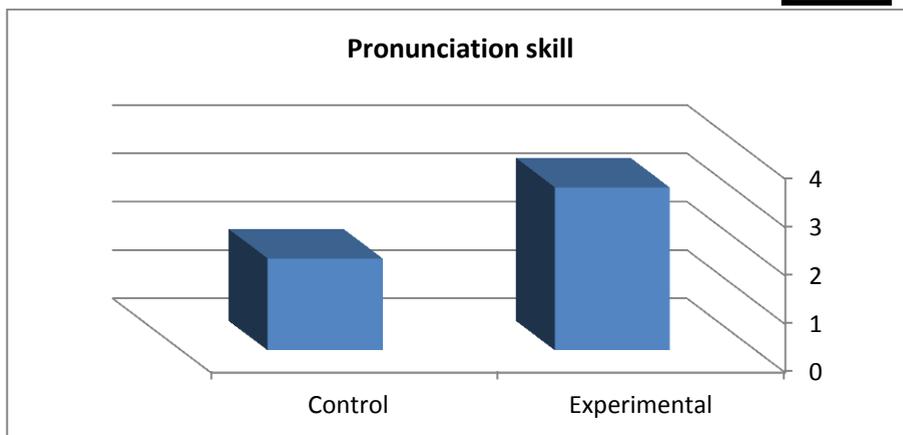
The findings regarding the fourth hypothesis indicate that there is a statistically significant difference between the mean scores of the two groups. Table (5) displays the T-value, which signifies the differences between the mean scores of the two group.

Skill	Group	N	Mean	S.D	t-value	d.f	Sig	ETA square
Accuracy	Ex	30	3.67	1.03	1.564	58	0.01	0.26
	Co	30	3.43	1.07				



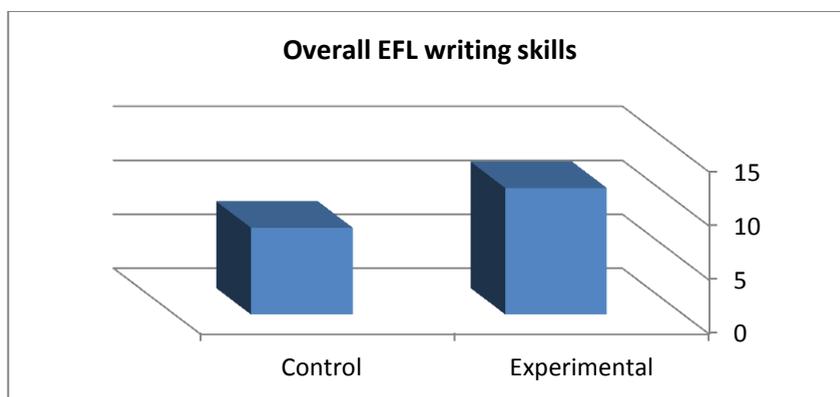
The findings of the fifth hypothesis indicate that there is a statistically significant difference between the mean scores of the experimental and control groups in terms of pronunciation skill in the post-assessment. Table (6) displays the t-value, which signifies the differences between the mean scores of the two groups.

Skill	Group	N	Mean	S.D	t-value	d.f	Sig	ETA square
Pronunciation	Ex	30	3.39	1.10	4.787	58	0.01	0.28
	Co	30	1.90	1.27				



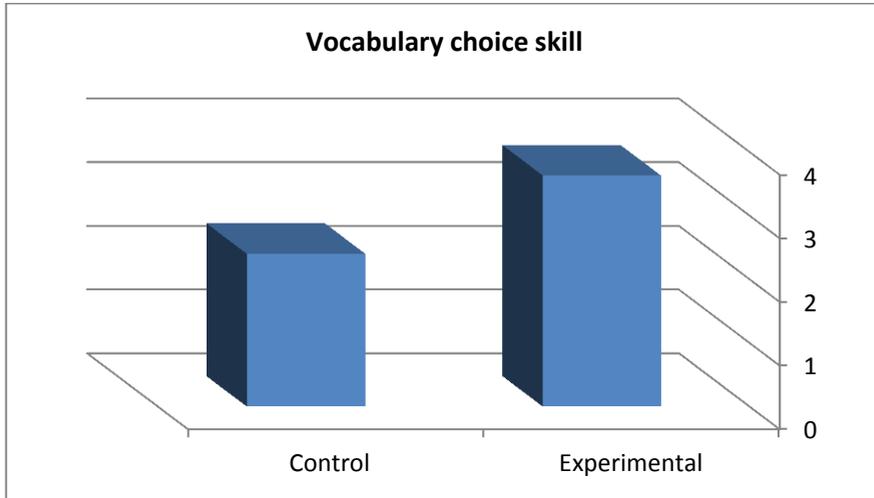
The findings of the sixth hypothesis state that there are statistically significant differences between the mean scores of the experimental group and the control group in terms of the overall EFL writing in the post-assessment. Table (7) illustrates the t-value, which signifies the difference between the mean scores of the two groups.

Skill	Group	N	Mean	S.D	t-value	d.f	Sig	ETA square
Overall EFL writing	Ex	30	11.70	2.02	5.854	58	0.01	0.37
	Co	30	8.03	2.77				



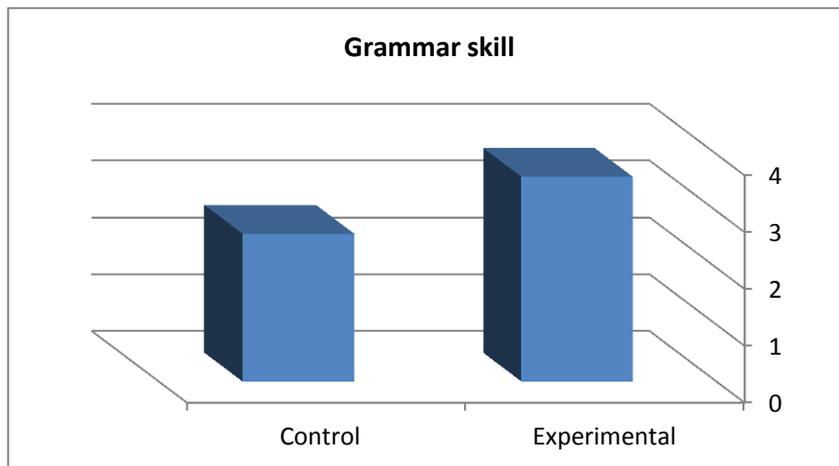
The findings of the seventh hypothesis state that there are statistically significant differences between the mean scores of the experimental group and the control group in terms of the vocabulary choice skill in the post-assessment. Table (8) shows the t-value, which signifies the difference between the mean scores of the two groups.

Skill	Group	N	SD	Mean	t-value	d.f	Sig	ETA square
Vocabulary choice	Ex	30	1.19	3.63	3.965	58	0.01	0,21
	Co	30	1.32	2.40				



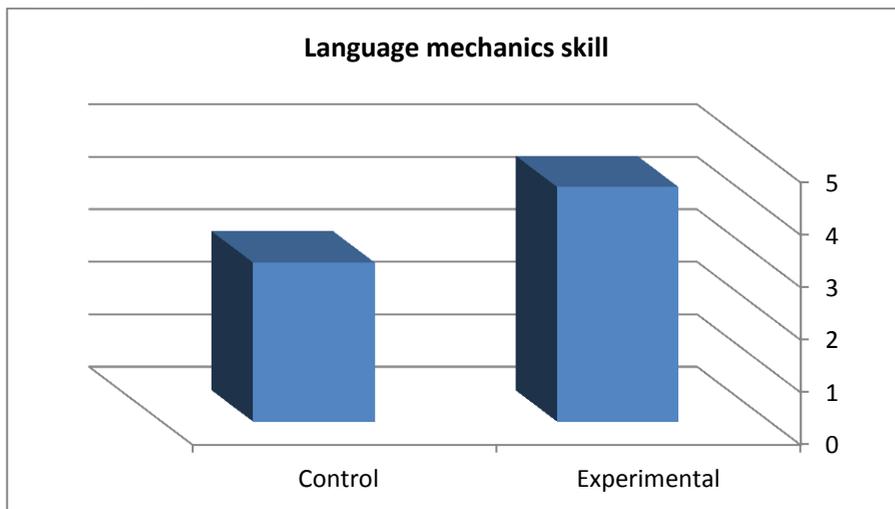
The findings of the eighth hypothesis state that there is a statistically significant difference between the experimental group and the control group in terms of the grammar skill in the post-assessment. Table (9) shows the t-value, which signifies the difference between the mean scores of the two groups.

Skill	Group	N	S.D.	Mean	t-value	d.f.	Sig	ETA square
Grammar	Ex	30	1.00	3.60	3.734	58	0.01	0.19
	Co	30	1.07	2.60				



The findings of the ninth hypothesis state that there are statistically significant differences between the experimental group and the control group in terms of the language mechanics skill in the post-assessment. Table (10) illustrates the t-value, which signifies the difference between the mean scores of the two groups.

Skill	Group	N	SD	Mean	t-value	d.f	Sig	ETA square
Language mechanics	Ex	30	0.63	4.47	7.205	58	0,01	0,47
	Co	30	0.89	3.03				



Discussion

The purpose of this study was to investigate the impact of employing an eclectic approach to developing EFL productive abilities in fourth grade elementary school pupils. The findings of this study demonstrate that using an eclectic strategy to improve EFL productive abilities in fourth graders in elementary schools is successful. The first section of the study concentrated on the results of the EFL Productive Skills Test administration. However, when examined in the context of student performance following the experiment, discussion of these findings improved. Students' productive skills, particularly speaking and writing, have improved. They show an improved capacity to communicate with people, speak fluently, express themselves, and use language. The mean scores of the experimental group's students.

There are various reasons, according to the researchers, why an eclectic approach is useful in building EFL productive skills:

1. An eclectic approach simplifies and contextualises learning by efficiently combining all four areas of language learning: hearing, speaking, writing, and reading.

2. An eclectic approach promotes effective teaching by maximising the benefits of many teaching styles while minimising their drawbacks.
3. Learners who use an accommodating approach are fully aware of their responsibilities, and the approach is adaptable and sensitive to their requirements.
4. The eclectic approach builds on the strengths and weaknesses of existing systems.
5. The teacher is free to select effective teaching approaches based on the learning objectives.
6. Using language more easily and fluently.
7. Utilizing different forms of expression for a variety of functions.
8. Employing correct punctuation.
9. Recognizing the general importance, principles, and benefits of the eclectic approach.

Conclusion:

Based on the findings of the study, it can be concluded that the instruction provided to the participants regarding EFL productive skills enhanced their ability to speak fluently and write accurately. Moreover, the training received by the pupils regarding writing accuracy improved their ability to write words correctly without errors. It is recommended that pupils be exposed to more practice in writing and speaking to further develop their skills.

Recommendations of the study

Based on the research findings, the following recommendations can be offered:

1. Teachers should provide opportunities for pupils to cooperate, interact, and become self-reliant during the learning process.
2. The eclectic approach should be utilized to address EFL speaking and writing difficulties encountered by primary pupils.
3. Teachers should select activities and methods in teaching according to pupils' abilities.

4 .More emphasis should be placed on developing pupils' productive skills (speaking and writing) across all educational grades.

5 .The use of the eclectic approach is recommended for teaching and learning other EFL skills, such as reading and listening. It can be applied effectively in these areas as well.

6 .It is necessary to allocate more time to English teaching to focus on EFL speaking and writing skills.

Suggestions for further research:

The research offers the following suggestions for future studies:

1 .Investigate the use of the eclectic approach to develop pupils' reading skills.

2 .Examine the effectiveness of the eclectic approach in enhancing college pupils' reading comprehension and listening skills.

3 .Explore ways to improve pupils' creative writing through the application of the eclectic approach.

4 .Investigate the impact of using the eclectic approach to develop listening skills among preparatory and secondary pupils.

5 .Utilize the eclectic approach to foster creative reading and critical thinking among secondary pupils.

Pedagogical implementation:

a) The eclectic approach is characterized by multiple tasks, high interactions, lively learning, correlating objectives, and fast results.

b) By making teaching pioneering and entertaining, the eclectic approach facilitates the achievement of learning objectives.

c) Create a pleasant and supportive atmosphere within the classroom.

d) Make learning more stimulating and enjoyable by incorporating activities that break the monotony of classroom events.

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